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too, and something is predicated of every one; though it reduces cement, for example, to six lines, with never a hint of its great significance in our industrial life.

One of the faults of this generous inclusiveness is the difficulty in the logical distribution of emphasis. For example, ginger and mustard occupy as much space as silver, and zinc two and a half times as much.

Some errors have crept in. It is not true that southern slopes are chosen for orchards in the United States and Canada, as stated on p. 9. It is tautology to say "Desert of Sahara," p. 20. Metamorphic rocks are not restricted to those of aqueous origin, as implied on p. 21. The last paragraph on p. 29 should be reconstructed so as to show that it is a *species*, not *an animal*, that changes in the new realm. Why say "metallic" ores (p. 46)? On p. 104 it would appear that ramie and China grass are different plants. It would be interesting to know what kind of "rails" are made from paper pulp (p. 119). The most of our quinine comes from Ceylon and India, regions that are not in the category of "to some extent also" (p. 123). *Are* all the cattle slaughtered for food in this country inspected by the government (see p. 126)? On p. 142 it reads as though "a sponge" were "an animal." The same page tells us that the cochineal lives on trees. On p. 221 we read: "It will be noticed how inevitably the large cities become railroad centers"—a duplicate, so far as new lands are concerned, of the little girl's observation that the large rivers always flow past the big cities. On p. 223 we learn that it is because corn is "bulky" it is mainly fed to live stock.

But this is criticism enough. There many more errors, due to oversight doubtless, inevitable in a first edition, many of which are plainly due to haste or carelessness in proofreading.

The graphs of percentage of production ought to be challenged. Absolute quantities have been purposely omitted. We see at glance that the United States produces about 25 per cent. of the world's lead, about 37 per cent. of the steel, and about 75 per cent. of the corn. But there is never a hint of how these commodities compare with each other. Such a comparison is quite as instructive as the rank of states. It is true, values could be derived from a table in the appendix, but we know that as a rule it will not be done. Statistics, too, ought to be dated. There is scarcely a date in the book.

The maps are, as a rule, well drawn, and are provided in generous measure. A very excellent index is provided. The typography and mechanical execution of the book are admirable.

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School History of the United States. By HENRY WILLIAM ELSON. New York:

The Macmillan Co., 1906. Pp. xxviii + 467.

The Making of the American Nation. By JACQUES WARDLAW REDWAY, F.R.G.S.

New York: Silver, Burdett & Co., 1905. Pp. x + 420 + 56.

There seems to be no limit to the production of textbooks on American history for use in grammar schools, in spite of the fact that no more books of this type are needed at present. Enterprising publishers, however, will doubtless continue to encourage the mania for changing textbooks every year or two, so that we must expect still further additions, which will do little more than to give a slightly different version of the old, old story.

Mr. Elson acknowledges that there "are various excellent school histories now in use," but thinks that the faults of the old histories, which were "written with such mathematical precision as to render them dry and insipid," still need further correction. The aim, then, is to tell the story so as to arouse interest. That this text will accomplish its end any better than numerous others on the market remains to be seen. Evidence is wanting to convince the reviewer that this will be the case. The "usual 'helps,' questions, and topics for discussion, have been omitted, on the supposition that an intelligent teacher can do this better than the writer, and that he prefers to do it." The treatment of topics, and the space allotted to the principal subjects are such as one usually finds in books of this description, and call for no special comment. The book is well illustrated, and the maps are satisfactory. There is no index—an omission that should not have occurred.

Mr. Redway's reason for writing his book is that we may have a textbook adapted to the needs of today. He thinks that "political history may be broadly summed up as a quantitative expression of temperature, rainfall, and surface features," and that the eloquence of statesmen in legislative halls has done little or nothing, so far as our own history is concerned, in making "the political fabric of the nation what it is today." There is little evidence, however, of the application of these principles in the text, and the chapters and topics read very much the same as other texts for grammar schools. Chapters 15 and 20 do enlarge somewhat on the usual treatment of questions of economic importance, but they hardly fulfil the promises made. The author is satisfied to refer to whole volumes of McMaster's, Scribner's and Schouler's histories of the United States, for collateral reading, and never gives references with any more detail than whole chapters of the works mentioned.

These two books are typical of the large number of texts with which the market is flooded. In general it may be said that they are good books, and will probably prove satisfactory to the average teacher and pupil. The main criticism is that the subject-matter is presented in practically the same manner as in other texts. It is useless to continue to multiply books of the same general type. Unless an author is quite sure that he can produce a text that will really fill a widespread need, and will be something more than another version of our history told according to the plan usually adopted, he had better indefinitely postpone the attempt to add to the present supply.

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Dynamic Factors in Education. By M. V. O'SHEA. New York: The Macmillan Co., 1906. Pp. xiii + 320.

This work discusses in some detail the motor and energetic factors involved in education. The author first emphasizes the great activity characteristic of the little child, its lack of inhibition, and the relation of the development of inhibition to mental development. It is pointed out, also, that it is on the basis of this multiplicity of activities that education builds, and that an education which does not primarily aim to give proper expression to them or to utilize them is apt to degenerate into mere verbalism. The discussion of the manual activities in education is particularly helpful. The reasons for manual training in the schools are reduced to what seems to be a thoroughly scientific basis. In fact, the whole treatment of the subject is sane and lacking in the type of reasons which modern psychological experimentation has shown to be untenable.